

Breakout Descriptions

▣ Core Competency Area
🔗 Online Courses

ONLINE COURSES can be accessed at: http://www.k12coordinator.org/events_online.cfm#Responding

Thursday, February 23, 2006

10:45am - 12:00 pm

1.1 Strengthening Prevention Program Success with High-fidelity Implementation

Athenia A & B

Studies have found that the effectiveness of programs is significantly increased when programs are implemented with high-fidelity. Join this workshop to learn more about the dimensions of implementation fidelity (adherence, dosage, participant involvement, and high quality delivery) and strategies and tools you can use to increase implementation fidelity in your prevention programs. This workshop will include a discussion about appropriate and inappropriate adaptation of evidence-based prevention programs.

Kevin Haggerty, MSW, Social Development Research Group

- ▣ Implementing Evidenced-Based Programs with Fidelity
- 🔗 Implementing Research-Based Prevention Programs in Schools

1.2 Integrating Alcohol Prevention into the NCLB Classroom

Portofino A

This session will focus on a discussion of tips and tools to be aware of when bringing the topic of alcohol abuse prevention into the schools of today. By the end of this session, participants will be able to recognize changing legislation pertaining to science as a result of NCLB, understand the need to incorporate science into prevention-based programs using interdisciplinary means, and understand the importance of assessment and evaluation to schools, publications, and federal agencies.

Jason Lazarow M.Ed. National Institute on Alcohol Abuse and Alcoholism

- ▣ Implementing Evidenced-Based Programs with Fidelity
- 🔗 Identifying Prevention Priorities and Strategies for Success
- 🔗 Selecting Research-Based Prevention Programs for Your School

1.3 Helping Bilingual / Bicultural Youth Choose Not to Abuse Alcohol

Aventine Salon F

This session will give participants a thorough understanding of the Stages of Change theoretical model and will allow participants to identify a child's willingness and ability for behavioral change. The focus will be on learning innovative techniques to reduce the risk of alcohol and other drug dependencies as well as on how to turn participation in harmful activities such as prostitution, gangs, fighting, and graffiti into an opportunity for positive change.

Guillermo "Willie" Lopez

- ▣ Cultural Competency
- 🔗 School Connectedness and Meaningful Student Participation

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Thursday, February 23, 2006 (cont.)

10:45am - 12:00 pm

1.4 Evaluation Design and Measurement of Outcomes

Portofino B

This workshop, designed primarily for program personnel, will introduce two critical issues in program evaluation. The first section of the workshop will discuss evaluation design: the strengths and weaknesses of four commonly used evaluation designs (e.g., pretest-posttest comparison group), the relationship between cost and choice of a design, and the importance of negotiating the design with your evaluator. The remainder of the workshop will consider the measurement of outcomes, including: GPRA reporting requirements; and the specification of who or what is going to change, when change will occur, and how much change will take place.

Wayne Harding M.Ed., PhD, Social Science Research and Evaluation, Inc

▣ Evaluation

- 🔗 Using Existing Data in Your Needs Assessment
- 🔗 Are You Making Progress? Increasing Accountability Through Evaluation

1.5 Common Sense for Community Change

Aventine Salon F

This session will provide a quick overview of key elements that are essential to creating change at the local level on alcohol issues. Participants will gain knowledge about research-based resources that will help them communicate more effectively and efficiently. This session will cover an efficient, cost-effective process for conducting a community assessment and will provide an opportunity for participants to learn six fundamental truths for creating community change.

Penny Norton, MA, FACE

▣ Involving Key Stakeholders

- 🔗 Promoting Prevention Through School-Community Partnerships
- 🔗 What Now? Communicating Effectively About Prevention Data

1.6 Planning for Sustainability

Mykonos A & B

This presentation defines sustainability as a stage in the change process and outlines a step-by-step model for addressing all the components necessary for sustaining both program infrastructures and interventions.

Charlotte Carlton, MA, CSAP's Southeast Center for the Application of Prevention Technologies

▣ Sustaining Prevention Efforts

- 🔗 Sustaining Your Prevention Initiative

1.7 Evaluators' Roundtable (Evaluators Only)

Aventine Salon D

This session will provide for dialogue among GRAA evaluators with topics to be determined by the group.

Facilitator: Kyle Barrington, Zajonc Corporation

▣ Evaluation

- 🔗 Using Existing Data in Your Needs Assessment
- 🔗 Are You Making Progress? Increasing Accountability Through Evaluation

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2:00 pm – 3:15 pm

2.1 Groundbreaking Partnerships: Prevention Coalitions, Education and Media United Against Drugs Portofino A

Thousands of Oregonians are fortunate to experience excellent collaboration between Lane County Health and Human Services, Lane Education Service District, our four local television affiliates (ABC, CBS, FOX, NBC) and Eugene Area Radio Stations (a consortium of twenty Lane County radio stations). One Voice: Media United Against Drugs is the first in the nation to have local television, radio stations and public partners working together to “utilize media outlets to provide prescriptive information to our community to prevent, treat and diminish alcohol/drug use and its consequences” in Lane and at least five other counties. This session will present information on how Lane County, Oregon is approaching substance abuse prevention through the use of the media.

Mary Bork, R.N. B.S.N., Lane Education Service District

- ▣ Involving Key Stakeholders
- 🔗 What Now? Communicating Effectively About Prevention Data

2.2 Involving Key Stakeholders: Creating a Single School Culture Aventine Salon F

This session will provide participants with ideas about how to develop effective stakeholders through research-based practices. The focus will be on understanding how effective stakeholders can have a major impact on student motivation and achievement in the areas of behavior and academics.

Alison Adler, Ed.D., School District of Palm Beach County, FL

- ▣ Involving Key Stakeholders
- 🔗 Promoting Prevention Through School-Community Partnerships

2.3 Lessons Learned: GRAA Grantee Tools for Success Portofino B

This panel presentation will provide participants with an opportunity to hear about the lessons learned by three experienced GRAA recipients. Representatives from Missoula, MT, Anamosa IA, and Visalia, CA will share key skills and strategies that led to success in their programs. Core competencies addressed will include: sustaining prevention efforts through community involvement and infrastructure development; implementing with fidelity programs that involve parents and the community in the underage drinking issue; and sustainability through building infrastructure for comprehensive prevention beyond classroom programming

Marianne Moon, MSW, Missoula County Public Schools, District One, Missoula, MT

Carol Lensing, Anamosa Community Schools, Anamosa, IA

Adam Valencia, MS Tulare Co. Office of Education, Visalia, CA

- ▣ Multiple
- 🔗 Promoting Prevention Through School-Community Partnerships
- 🔗 School Connectedness and Meaningful Student Participation
- 🔗 Preventing Underage Drinking in Schools

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Thursday, February 23, 2006 (cont.)

2.4 Building Effective Partnerships Involving Key Stakeholders

Athenia A & B

The goal of this session is to help participants understand how to create successful school-community-key stakeholder partnerships, to provide insight regarding implementation of evidence-based alcohol abuse prevention programs and to share successful strategies from the Santa Barbara community partnerships.

Shereen Khatapoush, PhD, Santa Barbara Fighting Back

- ▣ Involving Key Stakeholders
- 🔗 Promoting Prevention Through School-Community Partnerships

2.5 Planning for Sustainability (repeat)

Mykonos A & B

This presentation defines sustainability as a stage in the change process and outlines a step-by-step model for addressing all the components necessary for sustaining both program infrastructures and interventions.

Charlotte Carlton, MA, CSAP's Southeast Center for the Application of Prevention Technologies

- ▣ Sustaining Prevention Efforts
- 🔗 Sustaining Your Prevention Initiative

2.6 Evaluators' Forum (Evaluators Only)

Aventine Salon D

This forum, designed for evaluators, will be co-chaired by three experienced evaluators. They will first present information about USED's expectations concerning grant outcomes, especially the grantees' requirement to report GPRA measures. The remainder of the session will be devoted to a discussion of evaluation issues that the participants select. The selection of these issues will be guided by results from an on-line survey of evaluators conducted prior to the meeting and by issues participants identify at the forum.

Wayne Harding M.Ed., PhD and Scott Formica, Social Science Research and Evaluation, Inc

Pamela Imm, PhD, Community Psychologist

- ▣ Evaluation
- 🔗 Using Existing Data in Your Needs Assessment
- 🔗 Are You Making Progress? Increasing Accountability Through Evaluation

2.7 Working to Improve Parents' Involvement in Prevention Efforts

Aventine Salon E

This workshop will focus on what we know about parent participation in prevention efforts. A brief review of the research predicting parent involvement will be followed by a discussion and work session on practical strategies to increase parent involvement in your prevention programs.

Kevin Haggerty, MSW, Social Development Research Group

- ▣ Involving Key Stakeholders
- 🔗 Preventing Underage Drinking in Schools

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Friday, February 24, 2006

9:50 am -11:20 am

3.1 Required Session for Project Directors

Aventine Salon D & E

Required meeting for Project Directors. This session will review the reporting requirements for preparing, writing, and submitting effective annual reports to the U.S. Department of Education. Each section of ED Form 524 will be discussed along with the importance of providing accurate budget and evaluation data for all 3 GPRA measures.

Amalia Cuervo, MA, Office of Safe and Drug-Free Schools, US Dept of Education

Sigrid Melus, MPA, Office of Safe and Drug-Free Schools, US Dept of Education

- ▣ Evaluation

3.2 Year 2: Dialogue Session for '04 Cohort: Challenges and Successes Forum

Portofino A

Join other grantees in an "open space" dialogue session that provides an opportunity to explore topics suggested by session attendees.

Facilitator: *Jeanne Carls, CSAP's Central Center for the Application of Prevention Technologies*

- ▣ Implementing Evidenced-Based Programs with Fidelity
- 🔗 Identifying Prevention Priorities and Strategies for Success
- 🔗 Implementing Research-Based Prevention Programs in Schools
- 🔗 Preventing Underage Drinking in Schools

3.3 Implementing Evidence Based Programs with Fidelity

Athenia A & B

This workshop will address the related but distinct issues of program fidelity and adaptation. It will examine why fidelity is important, the importance of tracking fidelity and adaptation, types of adaptations and potential rationales for making adaptations, and guidelines for minimizing the potential negative impact of adapting programs. The workshop will also explore a tool for tracking program fidelity and adaptation, and identify existing fidelity instruments available for many commonly implemented model programs.

Scott Formica, Social Science Research and Evaluation Inc.

- ▣ Implementing Evidenced-Based Programs with Fidelity
- 🔗 Implementing Research-Based Prevention Programs in Schools

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Friday, February 24, 2006 (cont.)

3.4 Lessons Learned Panel of GRAA '02 Grantees

Mykonos A & B

This panel presentation will provide participants with an opportunity to hear about the lessons learned by three experienced GRAA recipients. Representatives from Sugar Land, TX, Fairbanks, AK, and Denver, CO will share key skills and strategies that led to success in their programs. Core competencies addressed will include: using media to involve young people in prevention effectively; creating long term sustainability at the school district level; and using data effectively at each stage of program planning.

Jim Beam, Fort Bend ISD, Sugar Land, TX

Montean Jackson, LSW, Fairbanks North Star Borough School District, Fairbanks, AK

Gene Jacquez, Psy. D., Denver Public Schools, Denver, CO

- ▣ Multiple
- ✓📄 Promoting Prevention Through School-Community Partnerships
- ✓📄 Sustaining Your Prevention Initiative
- ✓📄 What Now? Communicating Effectively About Prevention Data